INTEGRATED LEARNING IMPROVEMENT PROGRAMME (ILIP)

(An innovative Quality Improvement Initiative)

Kiran Devendra

MAKES LEARNING WITH QUALITY A POSSIBILITY

DECEMBER, 2005

Documentation facilitated by
Department of EE & L – MHRD
in collaboration with
Pedagogy Unit,
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Chapter I

INTRODUCTION

The Integrated Learning Improvement Programme was started in West Bengal to bring improvement in Children's Learning in schools. Teaching Learning Materials were developed. Teacher Trainings were organised and a lot of attention was given to Group Learning to ensure participation of children in the entire Teaching Learning process. Community's participation and involvement was envisaged to be a critical input. This became more crucial from the perspective of Sarva Shikhsha Abhiyan. The programme was evolved in stages - FLIF, SLIP, SLIP+ and finally ILIP was launched for integrated learning improvement.

Objective of documentation

- To discover the essence of innovation, its usability and also to find how the programme has enhanced quality in school education

Methodology

- Data was collected from the primary and secondary sources.
- A detailed meeting was held at SPD's office. Schools were identified and visits were organised by SPD's and DPO's offices. Visits and meetings were arranged in six schools.
- Collection of relevant State documents and Teaching Learning Materials (TLMs).
- Interaction with teachers and children in all the six schools.
- Interaction with VEC members and Parents in Bolpur schools.
- Interaction with teachers, children members of community in slum schools in Kolkata, 24 South Paraganas and Bolpur Districts.

Chapter II

THE PROGRAMME

The need for the Programme :

Sarva Shiksha Abhiyan aims at Universalisation of Elementary Education (UEE). The access, enrolment and retention of children in schools are the crucial stages for achieving UEE. Equally significant is to ensure quality. As a matter of fact, it was felt that if quality parameters were improved, it would lead to access, enrolment and retention and thereby promote learning. Small studies were carried out in some districts in real-class room situations with the involvement of community.

In spite of several efforts to improve quality in the Primary Education, impact of inputs remained limited. Most inputs only created an awareness among teachers and communities about their role in improving quality in education at school level. It was, therefore, essential to bring sustainable changes in Teaching and Learning processes. Most important was to address the reluctance of community to involve itself in the improvement of school system. The following issues needed to be addressed as well:

- Limited use of graded Teaching Learning Materials (TLMs)
- Tackling multilevel learning situations
- Poor reading ability of children
- Poor comprehending ability
- Poor independent writing skill
- Decline in average achievement level with ascending grade
- Serious problem of absenteeism

Coverage & Expansion

Academic Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Name of Programme	FLIP	SLIP	ILIP	ILIP	ILIP	ILIP
No. of Districts covered	01	06	13	16	20	20
No. of CLRCs covered	02	57	423	434	487	499
No. of Schools covered	25	435	3044	3852	4671	4903
Grades involved	III & IV	I	I & II	I, II & III	I to IV	I to IV
No. of teachers trained	25	435	3479	7331	11994	Under process
No. of Students	1250	26000	215329	301107	1058399	1240201

For pedagogical improvement, the WBDPEP and SSA launched **Falta Learning Improvement Programme** (FLIP) to improve achievement levels of children by providing quality inputs, which also improved teaching process. This was launched as a Pilot Programme in South 24 Paraganas District in 2000-01.

The following were the broad objectives of FLIP:

- creating a child-friendly, caring and inviting environment in schools
- improving school-community-family relationships
- inspiring teachers, local resource persons and representatives of the Village Education Committees to function as a team to develop **School-Based Learning Improvement Plans** and managing their implementation and monitoring on a continuous basis.
- engaging students in active and meaningful learning through flexible classroom organisation and self-organising management with focus on the development of learning skills among students, teachers, supervisors and resource persons.
- looking beyond memorization of low-level content objectives to the attainment of higher level learning outcomes **with a focus on individual student**.
- helping students develop greater self-efficiency and self-esteem.
- empowering teachers to design learning experiences for students, rather than depending only on textbooks.
- getting away from the routinised and rigid school management norms that inhibit teachers' creativity and the willingness to take risks and genuine community Participation.
- critically examine the effectiveness of specific interventions that produce sustainable improvement in managing teaching and learning to make these interventions meaningful.

Issues addressed in the Pre-SLIP (School Based Learning Improvement Programme) Study

The study attempted to observe and understand the field situation at the Circle Resource Centres (CLRCs) and school level. The following aspects of implementation of DPEP interventions in the selected CLRCs and some of the primary schools under the CLRCs in the DPEP districts in West Bengal were kept in view:

At CLRC Level to assess availability of

- Physical infrastructure facilities
- Facilities for pedagogical training
- Required number of Resource Teachers
- Success and difficulties in conducting training programmes
- Perceptions and problems faced by the functionaries

At primary school level

- Physical infrastructure facilities
- Available Teaching Learning Materials (TLMs) and their use by teachers
- Number of teachers available
- Involvement of community in their functioning
- Nature of interaction between teachers and the village community

- Perceptions of beneficiaries about the functioning
- Perceptions of functionaries about the pedagogical training received.

At the Sub-district, District and State levels

- Perceptions of problems faced by the functionaries at the sub-district, district and state levels in performing their assigned functions under the DPEP.

The programme started as **School-Based Learning Improvement Programme** (SLIP). It was launched as an experiment in 2001-02. Its coverage was:

Districts - 06 CLRCS - 57 Primary Schools - 435

The SLIP Targets have been Competency-based

Greater emphasis and intensified efforts have been made to ensure quality outcome and learning achievement for class-I. As Primary education is the basic foundation of any education system this programme (SLIP) is fully focussing on the qualitative improvement of students of grade-I to meet its target competencies in Language, Mathematics and Environmental Studies. The following are critical issues have been addressed :

- qualitatively improve students' independent reading and writing competencies in all subjects
- improve students' oral-articulation, to systematically develop healthy reading habit among all students
- ensure logical skill development for every student by explaining simply the concepts of counting computing, ascending, descending, large and small.
- improve students' mental computing and systematic problem solving ability in mathematical exercises

- strengthen child's knowledge on his/her immediate neighbourhood as well as of larger uses of society, various topics related to the environment needed to be incorporated into the lesson plan.
- ensure thorough and elaborate language skills, writing competency, which needed to be improved drastically.

Monthly oral and written evaluation

With modifications, SLIP+ was introduced as an Agreement between SSA, Government of West Bengal and Unicef, Kolkata as a school/ Shishu Shiksha Kendras - based intervention for UEE with Community Partnership for three years starting from April 01, 2004. Its goal has been to ensure that all children acquire the desired levels of learning outcome in the project schools. SLIP+ is being implemented by Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha (SSA, West Bengal) in collaboration with UNICEF, Kolkata. It is being implemented in all the schools and their surrounding habitations in select blocks of Murshidabad (4), Jalpaiguri (2), Cooch Behar (1), and Purulia (1)

The SLIP+ was launched with the following objectives to:

- demonstrate enhanced learning outcomes of children across the grades with social and gender equity in the project schools/ SSKs.
- develop habitation based UEE plans with a focus on quality in project habitations based on a shared vision on UEE at different levels in the state.
- provide models of school based learning improvement interventions and community-led UEE planning to be scaled up under SSA

Background

In achieving universal elementary education, West Bengal faced two major challenges:

1. Improving quality of education and its sustenance as measured through enhanced learning outcomes of students with social and gender equity.
2. Ensuring elementary education to out of school and difficult-to-reach children.

Both these challenges needed to be addressed through well-planned and systematic interventions supported by a strong initiative and inputs towards community mobilization leading to community ownership of the elementary education set-up at the grass root level in the State.

The DPEP interventions in the 10 districts of West Bengal, the WBBPE and State Government initative for improving quality and access (Sishu Siksha Kendras), the UNICEF supported Anandapath in non-DPEP districts have all provided an enriching experience and adequate learning during the last 5-6 years. This has helped to develop a vision for quality improvement initiative in the State, which could be operationalized under the Sarva Shiksha

Abhiyan (SSA) throughout the State covering all its primary schools, Sishu Siksha Kendras, upper primary schools and Madhyamik Siksha Kendras. The recently launched bridge course centres for providing access to over-aged out of school children would also need strong academic inputs for quality assurance to cover AIE and EGS as well.

Major interventions have been to facilitate the following:

- development of a culture that supports appropriate learner centred teaching learning classroom practices and demonstrate the same in the project schools/ SSKs.
- development of appropriate teaching learning materials that support effective classroom transaction addressing the learning needs of each child.
- classroom-based capacity building of academic support providers and teachers of the project schools/ SSKs on appropriate classroom transaction.
- management, assessment/ evaluation of learning outcomes of children, developing strategies and supplementary learning materials for effective group and self-learning and remedial teaching etc.
- development of a cadre of academic support providers making them capable of responding to the classroom-based needs of quality and equity.
- effectively involve parents and guardians in the learning of their children.
- schools working with the community, VEC, local administration and Panchayats to facilitate development of habitation based plans with focus on quality education under a shared vision of UEE.
- working at the state, district and sub-district levels with the stakeholders to develop a common vision on UEE to build their capacities on school based interventions for enhancing learning outcomes of children and habitation based planning for UEE.

The above mentioned interventions have created the following:

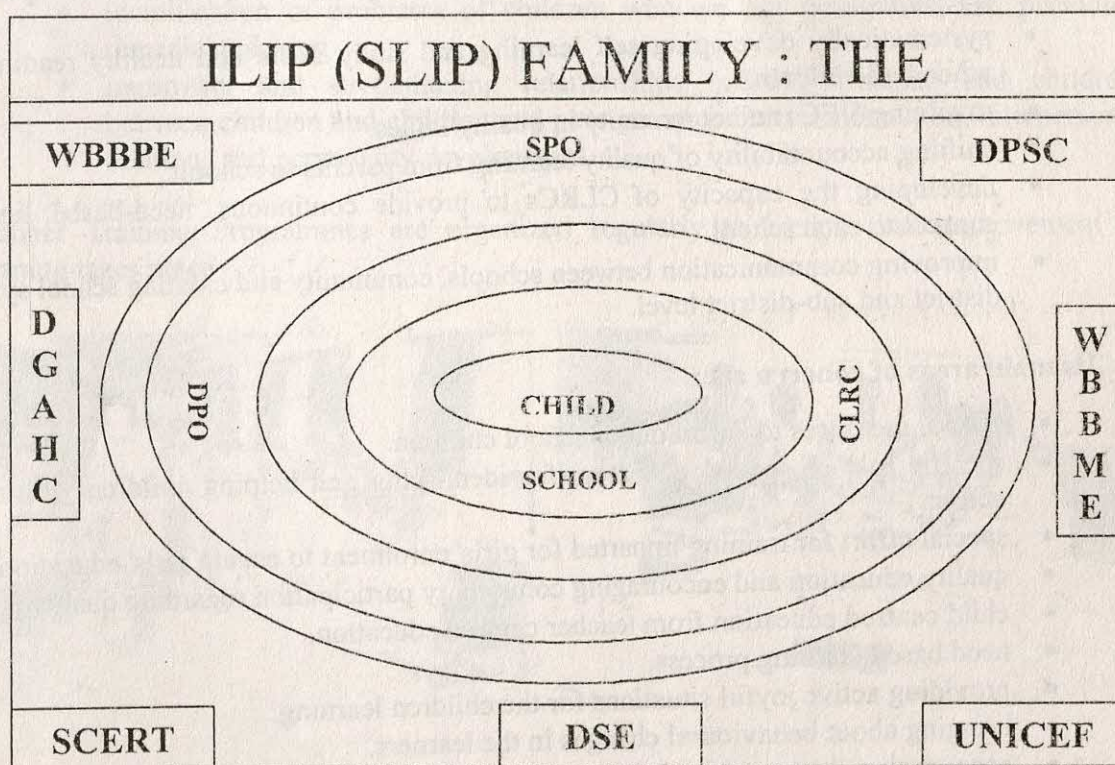
- model schools where learner centred classroom transactions are practiced to effectively address the learning needs of every child.
- habitation based plans with focus on quality education in project areas.
- effective model on school and habitation based quality interventions for UEE developed for large-scale replication.
- capacity and vision of SSA personnel, district administration, Panchayats, VEC developed on issues related to quality education.

Quality Management

For quality improvement and sustenance, focussed and continuous effort has been there to take care of broad perspective of school education. These have been to impact quality directly or indirectly. Operationalisation of the above quality improvement initiatives needed a cadre of quality managers. The existing technical support system comprising the SCERT, CLRCs and the education bureaucracy assigned with monitoring and supervision responsibilities are not fully in a position to provide the necessary support to these initiatives. More often than not, these institutions are not field oriented and function mostly as training

centres or sometimes as experience sharing platforms. They lack capacity in the areas of assessment of training needs from the classroom, transaction, follow up of training in the schools, classroom-based hands on support to the teachers, addressing the problems of individual learning etc.

UNICEF in collaboration with SSA has developed (Technical Support Teams (TSTs) at the state level and in districts) in West Bengal dedicated to SLIP+. There are 8 members in the STST and 16 members in TSTs (5 each in Murshidabad and Jalpaiguri and 3 each in Cooch Behar and Purulia). These quality managers (TSTs) are supposed to be in position for a duration of three to five years till the transition from the traditional culture to a new culture of linking the classroom processes to the planning, management, supervision and monitoring takes place. Capacity building of the existing institutions within this period to enable them to take over from the UNICEF supported cadre is a challenge that will be addressed through a systematic planning based on exit strategy.

Professional development of these quality managers would be a major intervention under SLIP+.

This was expected to have involvement of Community. SLIP+ did show positive results. Its focus was on facilitation of learning. It encouraged the State of West Bengal to launch a bigger programme **Integrated Learning Improvement Programme in 2002-03**.

The following were responsible for the inception of a programme, which would ensure learning as well as quality:

- The then Hon'ble School Education Minister, Sri Kanti Biswas
- The then Hon'ble Principal Secretary DSE, Sri Nikhilesh Das
- The then State Project Director SPO, West Bengal, Sri Rajiv Sinha

ILIP Objectives

- ensuring elimination of gaps in gaps in enrolment and retention, learning achievement existing between "advantaged" and "disadvantaged" groups of children, social and gender groups.
- improving students' oral articulation.
- improving students' independent reading and writing competencies in all grades.
- improving qualitatively students' mental computing and systematic problem solving abilities.
- developing students' competencies, to interpret, apply and to answer open-ended questions.
- systematically developing self learning and study skills and healthy reading habit among all children.
- involving VECs and community in quality issues.
- shifting accountability of quality learning from parents to schools.
- developing the capacity of CLRCs to provide continuous, need-based, academic support to each school.
- improving communication between schools, community and existing school system at district and sub-district level.

Its main areas of concern are:

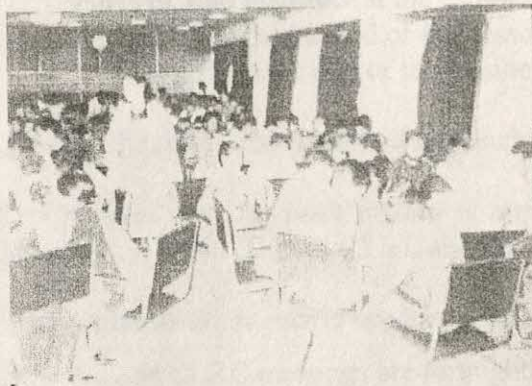
- special measures to enroll out of school children.
- specific role of special educators for identifying and helping children with special needs.
- special effort for training imparted for girls' enrolment to ensure girls' education.
- quality education and encouraging community participation regarding quality issues.
- child centred education from teacher centred education.
- need based learning process.
- providing active joyful situations for the children learning.
- bringing about behavioural changes in the learners.
- encouraging competency based learning by use of Teaching Learning Materials (TLMs).
- promoting self-learning and co-operative learning.
- regulating the attendance of learners.
- conducting noon and afternoon workshops for regular feedbacks.
- steps remedial teaching for the backward students.
- motivating the CLRC level to provide school level support.

Coverage of ILIP (as on 30th June 2005)

No. of Districts	-	20
No. of Circles	-	499
No. of Schools	-	4,902
No. of Students	-	10,58,399
No. of Teachers	-	16,279
No. of Teachers Trained	-	10,672
No. of DRFs	-	23
No. of VRPs	-	2,302

The earlier inputs into the school education had only created limited awareness among Teachers and Community about their role in ensuring quality in teaching process. An attempt was first made to identify critical issues and address the following:

- changing attitude of teachers towards all children
- ensuring that they have confidence in the ability of children
- making classroom management system effective
- identification of problems of children who are not doing well and providing remedial teaching
- improving and strengthening relationships between teachers and children, between children and children and peer group for better interaction, interpersonal relations and personality development.

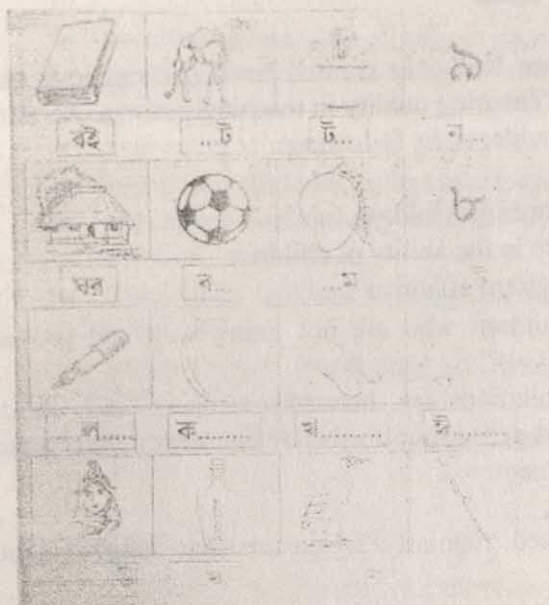
Teacher Training Programmes are organized regularly to ensure that improvement in learning takes place

Major Features

1. Teaching Learning Materials:

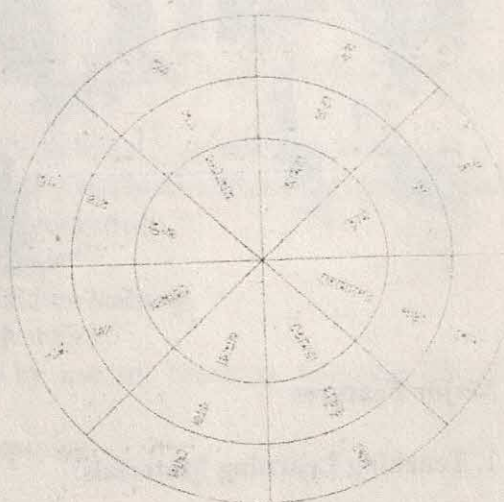
Designing and development of a set of learning materials including workbooks (following the curriculum of WBBPE) is one of the major features of ILIP.

The TLMs have the following features:

- These are Competency based and graded
- In these each major competency is subdivided into minor and sub competencies
- These provide scope of meaningful engagement of a child into tasks and sub tasks

Some of the examples of TLMs are:

Alphabet writing, Alphabet reading in proper order

Concept on Currency

Mathematic - Counting

Chakra Chart – Sentence Making

2. Changes in classroom organisation have been :

Following positive changes made in organisation of classroom for better learning:

- seating arrangement
- presentation of the day's lesson and demonstration of TLMs in "large group" by teachers
- carrying out any task in "small group" (of 5-6 students) under the guidance of the "group leader" and over all supervision of teacher
- introducing 'VRP' in to facilitate the process of learning further
- Changes in classroom management- a large part of which is to be taken up by the group leaders. This makes students confident. Group leaders keep changing so every child is given an opportunity.

3. Identification of slow learners and providing remedial measures thereby is very crucial for ensuring that all children learn and children with any kind of special need is not left out.

4. Lesson planning is done keeping children in view.

5. Improvised use of TLMs helps both teachers and learners.

6. Continuous and Comprehensive Evaluation System

The following are considered to be essential:

- day to day recapitulation
- instantaneous (at the end of each task)
- weekly/ monthly (at the end of each competency)
- terminal (at the end of few lessons)
- annual (at the end of the session)

7. Child Register is maintained regularly by teachers.

8. Feedback and support system is regular because of regular interaction and meetings between the State, District, CLRC and School administration/ functionaries.

9. Workshops are regularly organised for sharing problems and finding solutions as under:

- at CLRC meetings are fortnightly
- at District office one meeting is fixed every month

10. Community Awareness

A great deal of importance is given to community participation for awareness which is created by regular meeting with MTAs, PTAs and VEC members.

Chapter III

OPERATIONALIZATION OF THE PROGRAMME

Following workable strategies for each critical component have been thought of and planned for effective implementation of ILIP:

- Selection of schools on the basis of availability of basic minimum infrastructure with regard to building, teachers, TLMs, etc.
- Conducting benchmark survey and BAS in each school, covering the following categories and given areas:

1. For teachers, following areas are critical:

- Conceptual clarity
- Pedagogical skills
- Motivation level
- Training

2. For students, following are considered as crucial:

a) Learning Level
   : Language
   : Arithmetic
   : Science
   : History
   : Geography

b) Performance
   : Problem-solving ability
   : Creativity
   : Concepts
   : Applications/ Derivation/ Analytical ability etc.

c) Personality
   : Discipline
   : Team spirit
   : Leadership
   : Confidence level etc.

3. For community, the following is essential:

a) Awareness in quality issues

b) Involvement in school
   : Management
   : Infrastructure
   : Environment
   : Learning of children

c) Monitoring out of school children/ student

Classroom Practices - Processes

Children work in groups after a teacher has finished her general instructions. TLMs used for Group learning are attractive, child centred and durable. They are freely used in classes by children for learning concepts. The group leader ensures that every child participates. Besides group work, individual work is encouraged for developing in reading and writing skills in every child. The major shift has been from **teaching improvement initiatives to learning improvement initiatives**. In teaching learning processes, **overall development of a child has been a critical concern**. Community's participation and involvement has been envisaged to strengthen school based programmes for initiating the change and also sustaining it. There is an effort for ensuring quality in the programme from the beginning, which means from the Primary level itself.

ILIP has made Positive Significant Shift	
From	**To**
• Fearful classroom environment • Imposed discipline through punishment	• Joyful learning environment • Spontaneous discipline based on affection and respec
• System of ignoring accountability among stakeholders and beneficiaries	• System of sharing responsibilities by community and teachers, parents, students
• Routinised, stereo-type, supply driven, centrally planned, adhoc quality improvement intervention	• Need-based, demand-driven, target oriented, dynamic, decentralised, accountable-to-stakeholders approach

Teaching Learning Materials (TLMs)

Background to the development of materials

- a survey was carried out to identify the existing gaps in learning deficiencies. Textbooks were analyzed for identifying gaps
- attractive Low cost TLMS were thought of and designed
- tasks and subject tasks given at the end of books, have scope for both reading and writing
- unique, because remedial features are in-built within the workbooks
- practice and evaluation work sheets for teachers have scope for coding and decoding.
- the process has been initiated at SPDs office level and is monitored with regular periodicity.

TLMs have been developed in Bengali in 3 subjects for classes 1 and 2, Mother tongue and first language which is Bengali, Mathematics and EVS

- The materials are developed by State Research Fellows
- These materials are competency based
- Demos are first given by the team which has prepared these and then used by the teachers

- Levels of materials are prescribed by Textbook Board of Primary Education of West Bengal.
- Teacher Training is a hands on experience for teachers with children
- The material is graded, attractive and easy to use and child friendly

Materials for Teachers for children with special needs:

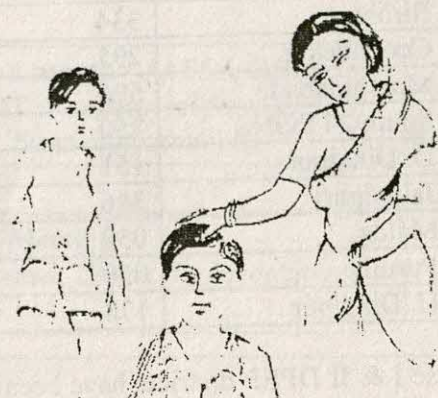
A Module for Teachers and Special Educators has been prepared by 24 Paraganas South District for Sensitisation of Regular Teachers for the Education of Children with Special needs in SSA by the State for mass Teacher Training in inclusive education. This is expected to equip teachers to handle children with special needs and also to realize that each child in unique. The opening Paras stresses the need to keep in mind the learning needs and difficulties of such children.

Some easy to use, small slips have also been prepared on the same lines. Following is an example of these:

সাজু মিলে
মিশে চলে
চুপচাপ স্কুলে
যায় এবং
পরিষ্কার
পরিচ্ছন্ন থাকে।

এখন রাজু ও সাজু
স্কুলে যায়,
মিলে মিশে
চলে তাদের
সবাই আদর
করে।

রাজু
একদিন ভাবল,
আমিও স্কুলে যাব,
মিলে মিশে চলব।

সাজুকে সবাই
আদর করে ও
অনেক কিছু
দেয়, রাজু
দাঁড়িয়ে দাঁড়িয়ে
দেখে।

Record Keeping

- regular maintenance of Teacher's Dairy mentioning special remedial measures innovated/ adopted – almost every day
- focussed Group Discussion (FGD) with the stakeholders
- updating child profile revealing competency-based level of every child in all three academic subjects through indicators
- conducting fortnight afternoon workshops at each CLRC - focusing on problems and sharing probable solutions for each analysis of perception of stakeholders' respective levels.
- updating monthly report format for competency-based child specific activities by teachers (depending on monthly evaluation assessment)
- feedback meeting at district level with district and State level functionaries.

Since the workable strategies in each critical component are implemented, an obvious improvement in all important aspects of school, teaching, learning and performance is noticed in children.

ILIP has also a cadre of quality managers called State Research Fellows (SRF) and District Research Fellows (DRF). There are about 10 SRFs at the state level and 2 DRFs per district. Paschim Banga Rajya Sishu Siksha Mission (PBRSSM) has about 70 District Quality Managers (DQM) spread over all the districts and 6 State Quality Managers (SQM) at the Mission level.

Evaluation System is practical and effective. A formal evaluation of ILIP as a system is being undertaken by the SPDs office. It is working closely with the districts, CLRCS and schools. The State officials, district functionaries work with all other concerned functionaries.

Status of MTA & Monitoring District-Wise

A. Phase - I & II, DPEP Districts

Sl.	Name of Districts	MTA		MONITORING	
		Target	**Formed**	**Target**	**Performance**
1	Bankura	548	548	100%	Good
2	Birbhum	334	334	-do-	-do-
3	Coochbehar	295	295	-do-	-do-
4	Murshidabad	596	596	-do-	-do-
5	South 24 PGNS	850	850	-do-	-do-
6	D. Dinajpur	151	151	-do-	-do-
7	Jalpaiguri	346	346	-do-	-do-
8	Malda	050	050	-do-	-do-
9	Purulia	050	010	-do-	-do-
10	U. Dinajpur	178	178	-do-	-do-

The phase I & II DPEP districts have been able to meet the targets in the formation of MTA except in Maldaguri where only 5 MTAs have been formed against a target of 50 and Puralia

where 10 MTAs have been formed against target of against a target of 50. 100% monitoring targets have been met. The performance is good in all the 10 districts

B. SSA Districts

Sl.	Name of Districts	Workbook		TLM	
		Target	**Formed**	**Target**	**Performance**
1	Burdwan	250	250	100%	Good
2	Darjeeling	060	060	-do-	-do-
3	Hooghly	100	100	-do-	-do-
4	Howrah	100	100	-do-	-do-
5	Kolkata	147	147	-do-	-do-
6	Nadia	150	150	-do-	-do-
7	North 24 PGNS.	100	080	-do-	-do-
8	Paschim Medinipur	100	-	-do-	-do-
9	Purba Medinipur	150	150	-do-	-do-
10	Siliguri	120	120	-do-	-do-

In the SSA Districts targets with regard to formation of MTAs and Monitoring have been met with the exception of North 24 Parganas where MTAs are yet to be formed.

Feedback System

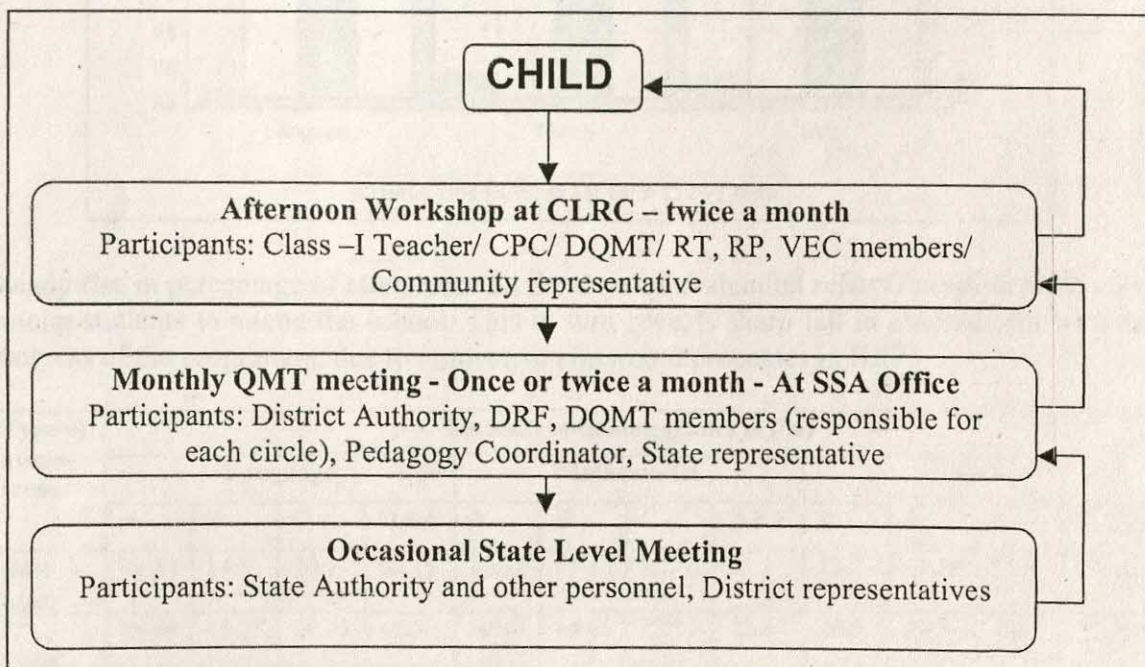
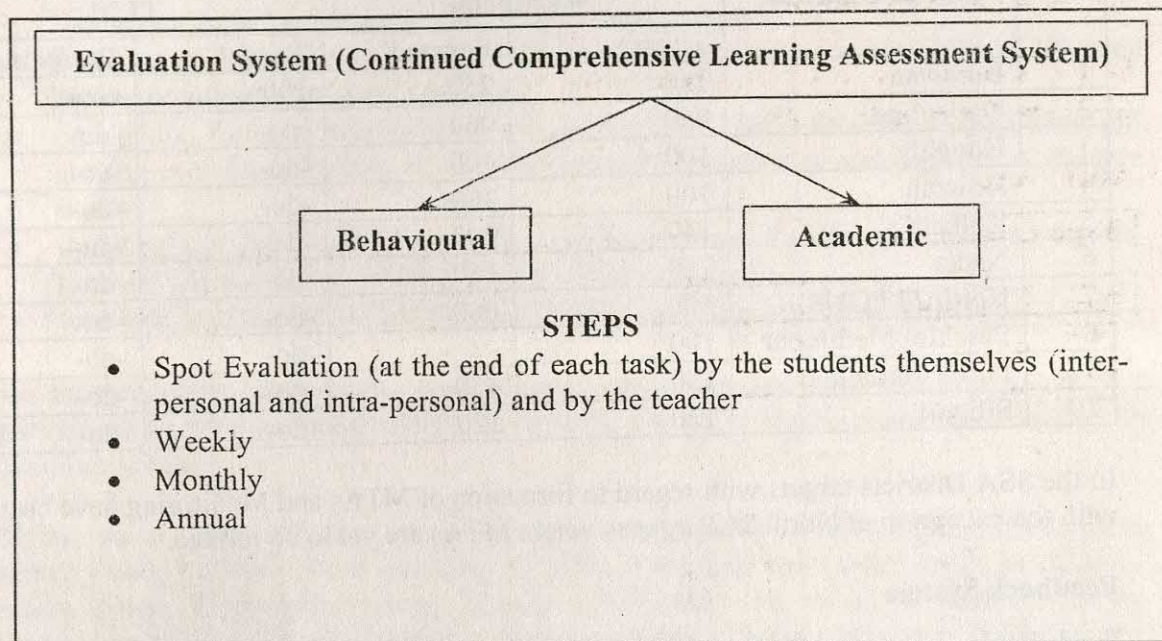
Feed Back System works beautifully because of a very effective networking of State officials, functionaries, school and community. They all work in close co-operation and in the spirit, which aims at improving quality of education for all children of the State eventually.

Evaluation System

Evaluation System (Continued Comprehensive Learning Assessment System)

Behavioural | **Academic**

STEPS

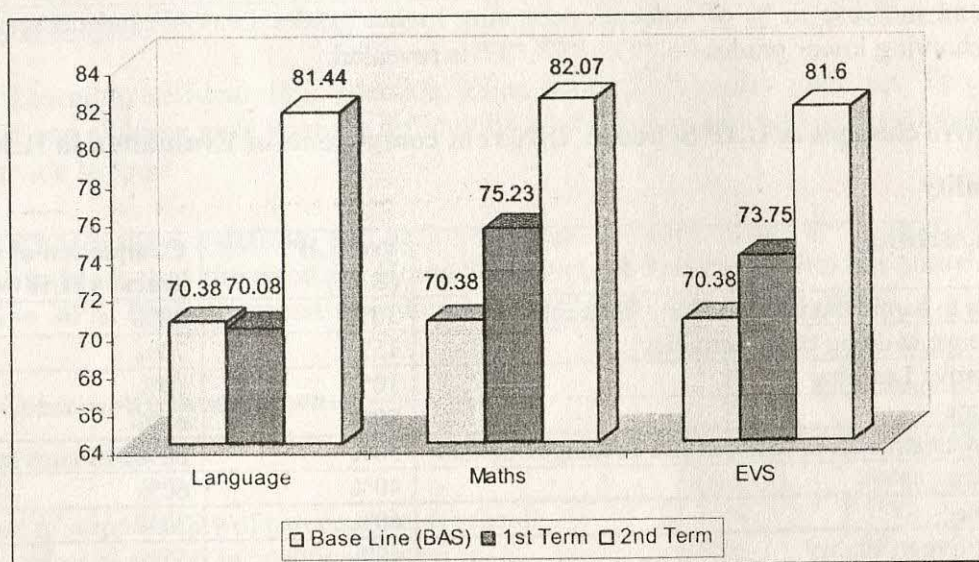
- Spot Evaluation (at the end of each task) by the students themselves (inter-personal and intra-personal) and by the teacher
- Weekly
- Monthly
- Annual

Chapter IV

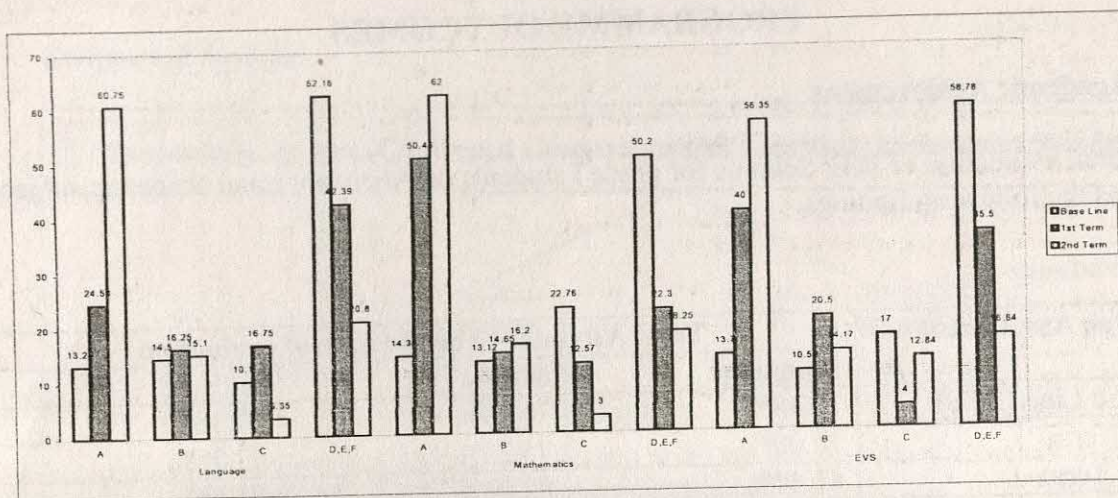
PROGRAMME OUTCOMES

I. Academic Achievement

Overall evaluation of ILIP Schools for grade I students on Attendance and academic subjects gives the following findings:

Attendance

Type Assessment	Total Attendance on the date of evaluation		
	Language	Maths	EVS
Base Line (BAS)	70.38%	70.38%	70.38%
1st Term	70.08%	75.23%	73.75%
2nd Term	81.44%	82.07%	81.6%

Steady rise in percentage of attendance on the days of evaluation reflects positive motivation among students to attend the school. This in turn reveals sharp fall in absenteeism with the progress of the programme due to innovative classroom processes in ILIP.

Type of assess-ment	Students obtaining grades in (%)											
	Language				Mathematics				EVS			
	A	B	C	D,E,F	A	B	C	D,E,F	A	B	C	D,E,F
Base Line	13.24	14.5	10.1	62.16	14.32	13.12	22.76	50.2	13.7	10.58	17.0	58.78
1st Term	24.58	16.25	16.75	42.39	50.46	14.65	12.57	22.3	40.0	20.5	4.0	35.5
2nd Term	60.75	15.1	3.35	20.8	62.0	16.2	3.00	18.25	56.35	14.17	12.84	16.64

Consistent increase in % of students achieving higher grades i.e. "A" and decrease in the same achieving lower grades i.e. "D", "E", "F" is revealed.

II. Positive changes in ILIP Schools: Different components of Evaluation in ILIP

Personality

Characteristics	Pre ILIP (BAS)	Completion of three years in ILIP
Fearless to happy mood of children and teachers	30%	90%
Confidence in doing tasks/ activities	15%	70%
Cooperative Learning	10%	80%
Discipline	50%	65%
Sense of cleanliness in children and keeping of school	50%	80%
Creativity	40%	60%
Obedience	60%	70%
Competitive mentality	40%	55%
Inquisitiveness	45%	60%

Marked positive changes have been noticed in children's level of confidence. The problem of discipline is addressed as children learn by doing activities and co-operate.

Performance

Characteristics	Pre ILIP (BAS)	Completion of three years in ILIP
Fluency in Speaking	25%	75%
Self Learning	15%	70%
Ability of group formation and group activity	5%	75%
Attendance	50%	75%
Leadership	5%	65%

A marked improvement is noticed in performance in all important areas three years after ILIP was introduced. Leadership qualities in children have gone up from 5% to 65%.

Academic changes: School as a whole

Characteristics	Pre ILIP (BAS)	Completion of three years in ILIP
Peer learning	10%	85%
Self Learning	15%	70%
Importance given to each child in group	15%	75%
Instantaneous evaluation in classroom	10%	65%
Identification of slow learners	5%	95%
Remedial steps for slow learners	10%	90%
Comprehensive continuous evaluation	Achievers of A, B= 28%	Achievers A, B = 65%
Multilevel learning	5%	90%
Role of student as teacher	10%	85%
Monitoring/ support to classroom	5%	55%
Effective use of TLMs	20%	65%
Activity based learning	20%	70%
Joyful learning	30%	65%
Extra support to children before and after school hours	10%	60%
Need of Home Support including Private Tution	90%	30%

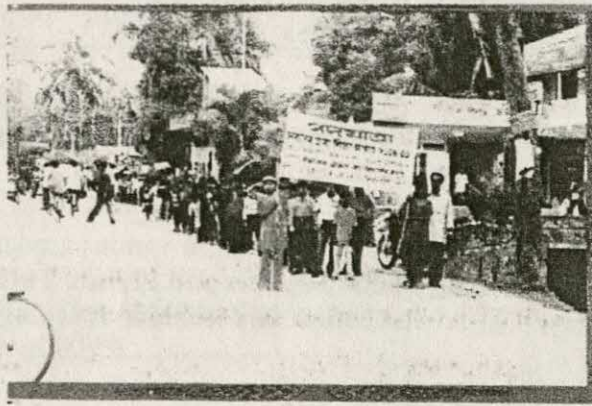
Peer Learning, self-learning, attention given to each child has gone up. The process of identifying children with learning difficulties has become easier and remedial steps are taken to provide support.

ILIP schools show a definite and positive change in various aspects of academics. **What is remarkable is that the need for Home Support and Private Tution has come down from 90% to 30%. It gives a positive indication that learning is taking place.**

III. Community Involvement

Characteristics	Pre ILIP (BAS)	Completion of three years in ILIP
Sense of responsibility of parents towards school	15%	55%
Awareness of parents in quality education	40%	60%
Attendance in parents monthly meeting	40%	65%
Awareness of VEC members	25%	60%
Awareness of parents towards quality improvement	25%	50%
Community empowerment	20%	65%
Role of community to increase enrolment of children	15%	75%
Involvement in the process of evaluation	10%	60%
To identify and solve problems through participatory learning and action process	5%	55%

Community has been actively involved in most of the important aspects of ILIP schools. The community has been empowered to a great extent to become an active participant in education, its quality monitoring and evaluation etc.

Community Involvement

School Chalo Abhiyans are organized by schools with active community participation.

Impact of Mid-Day Meals (Two schools in Bolpur)

Case Studies

Meeting with teachers and interaction with students

- Two cooks have been appointed for Mid-day meal from panchayat's support. Some times students take initiative in serving to their fellow students.
- Increase in attendance because of mid-day meal
- Lesser number of children attend schools on Saturdays because they have to perform household chores
- Almost all the houses have VCR/TV because of the bank loans available locally
- The schools observe Sahitya Sabha on every Saturday. A good number of children participate.
- Majority of students like Bengali as a subject.
- Impact of Mid-day-Meal was positive on attendance and retention

Mid Day Meal has created a great impact on students' attendance. 80% students regularly come to school. Jyotsna Saha has the responsibility of cooking. She takes interest in the meals, which are served to children. She said that an egg is given to children twice a week and chicken once in a month to the children. Children get rice, dal subji every day.

Mid-day-meal is an occasion which acts as an equalizer, brings children closer as they share their joys and problems with each other and try to find solutions.

Chapter V

PERCEPTIONS OF MAJOR STAKEHOLDER AND IMPLEMENTERS

Schools

Inspite of ILIP, some of the teachers in 24 Paraganas South found it difficult to change their roles as these teachers' attitude was not what we expected. The Group Learning was taking place in all the classes. In class I, a Voluntary Resource Person and a teacher were continuously walking among children who were busy with their Group work. As the children came to them to show their work, they encouraged only those who were fast in completing the assigned work and had done it well. After our visit, we went to class II, we walked back to class I to observe from outside. The typical authoritative teacher and the voluntary Resource Person had no patience for those children who did not do their work fast and had not done it well. The faces of the good students were confident and happy those of not good students' were sad and a hurt was experienced by these children in classroom.

The teachers were more interested in talking about their own efforts and hard work and about brilliant students. Teachers need to develop sensitivity towards children so that every child is able to perform well.

The teacher's perceptions of students as reflected in her/ his behaviour have the power to influence how students view themselves and how well they learn. Not only the teachers, the way others in school perceive students will influence their success or failure. It is therefore, important for teacher to work on developing positive perceptions of their students themselves if they wish to be a supporting and beneficial presence in the lives of the students. Positive perceptions of teachers view students as able, valuable and responsible. Coordinator at the CLRC of the schools is positive, creative co-operative, believes in team spirit. This has positively influenced schools under her.

Sensitive teachers help the students to perform and develop a healthy relationship with every one else in school. Children at early stages of education cannot take advantage of an available opportunity, unless he/ she has been able to develop his/ her confidence. With the help of teacher that a child can take up a particular available opportunity.

A mentally challenged Girl in class II who could not tell her name to us remained a mute spectator to her teachers' comments and observations on her 'She is mental". Her copy was blank and on different pages, different handwriting was noticed. To this the teachers promptly said that the girl was 'mental' and that they regularly helped her after the school was over. They also defended the fact that on every page, one or two lines were in different handwritings. The teachers assured us that the girl had signed on every page. There was doubt in both the statements:

- The girl was being helped after the school
- The girl was signing every page of her notebook

- One still wonders why is there the need or compulsion to sign every page written by any child !

The teachers lacked total sensitivity to the need of children with special needs.

All children have potential and can learn through skills provided teachers understand and know the students well, pay a little more attention to those who have learning difficulties, behavioural problems or are physically, visually or mentally challenged. Teachers must themselves be sensitive and help every one around in developing this sensitivity. The State needs to concentrate on providing more Special Educators and make them accountable.

We all crave for and need attention. The child, who has been unable to receive attention because he/ she is not doing well, resorts to misbehaviour or withdraws. Such students can be handled by teacher's commitment, understanding and sensitivity. They can be motivated. Teachers can take help of their colleagues, parents, community, other children in school. They should not hesitate and not take it as their personal or professional failure.

Budge: Budge School has used ILIP Pedagogy with sensitivity towards children with special needs

Children in this school were very happy. They interacted with confidence. Relationship of children with teachers was very good and healthy. Activities planned by teachers for groups of children were good and useful from the point of learning. Interaction with the children was natural, without the help of teachers. Children wanted to become teachers, police officials, one child wanted to become a **goonda** when asked he said that he is going to kill all those people who do bad things.

Exceptional Sensitivity
A girl had no vision. She had been operated twice. She also had a heart problem but, was participating and performing with other children. Teachers and children in group activities were sensitive to her limitation but, ensured that she was not left out! All students and teachers had a very beautiful relationship, which made learning a joyful experience for children.

Effort of Kosba Jagdish Balika Vidyapeeth in District Kolkata (details given by Consultant of district Kolkata, Sunder Banerjee

Mangala Mandal,

Mangala, when she had been promoted to class VIII was forced to marry at the age of 14 and had to give up her education. But after marriage she was tortured in her father in laws' house, so much that, she had to come back to her parents. The parents of this child are very poor, father is a daily labourer and mother is a maid servant, who also washes utensils in the school. Inspite of poverty, Mangala's parents are very bold as they not only got Mangala back from her in-law's house, but also supported her emotionally. The Head Teacher, her teachers in school especially, Chinmayee Dey and her friends all gave her a lot of emotional and moral support so that she could start her life in school once again. She is now in class IX, and her ambition is to be self-dependent. She performs very well in dance. She is encouraged to participate in shows also. She receives a lot of support from her teachers. She feels that it is because of the effort of the school that she will be able to complete her studies and take up a job. Her own motivation is also helping her to do well. Her parents support will help her through and through, feels the school. Had the parents not brought her back, the school could not have done much. The parents feel that had the school not provided so much of spontaneous support, it would have been difficult for Mangala to start her studies again.

DPO and other officials, 24 Paraganas South

Awareness and sensitization programmes in different Blocks and 5 sub divisions are organized by DPO office. These are proving to be useful as, response is immense from remote areas especially Basanti, Kultabi, Goshaba and Kakdwip. The backward communities in these areas are also taking advantage of these programmes. These programmes also ensure that ILIP forms concrete base for education for Sarva Shiksha Abhiyan.

There are four NPGEL Blocks under DPO which take care of and promote girls education

Micro level intervention are planned and managed by functionaries, schools and community. There are 8510 schools out of which 3000 are approved school. This is the 5th Year of ILIP, it is encouraging to observe that Parents, Teachers, children in school and community are happy. Another significant point is that there is no involvement of NGOs. VECs plays a major role in school programmes. The community participation is active.

Sahayak and Sayakas and the peer group learning and group learning are appreciated by the community. Identification of Children with special helps to provide needed support to such children with the help of school

Identification of children with Special needs in the district

- there are a total number of 15000 children. Out of these, 9500 are in schools
- there are 50 Special educators in the district
- sensitisation programmes for parents, teachers and community are organised
- key Resource Persons are trained with the support of IED coordinators.
- parents and social workers doctors, medical team from CMO and community participate
- role of special Educators is to work with 212 key Resource Persons, social workers for providing support to children with special needs. Community's role is significant in alternative, innovative Education Centres.
- for children in 87 Rabindra Mukta Vidyalayas, Teachers, VECs, and ward representatives play a major role.

Discussions were also there on the following:

- impact of community mobilization
- programmes on parents - their response and co-operation and their impact on learning improvement processes
- impact of such programmes on improving teachers' sensitivity
- measures adopted to identify children with special needs
- functionaries involved in the process of identification
- meaning of sensitization in its truest sense, its implication for teachers
- special measures adopted by teachers for such children's learning improvement

Teachers

Teachers of Budge Budge and Manohar Puram Basti Slum School
All these teachers made a special effort to attend to children with special needs. They encouraged children for group work, supervised and gave positive suggestions for better results. They appeared to be familiar with children's strengths and weaknesses. The teachers showed a lot of patience. They were very creative. Learning was taking place without any tension. Relationship between the teachers and children is very beautiful, as a result children found learning a joy. Children who were not doing well were motivated to do better.

School

An ideal ILIP School, Garden For children

Slum School Manohar Puram Basti, Kalighat
No special educator came here. Yet teachers are very sensitive and have been taking care of children with special needs. Teachers deal with such children with sensitivity because of their commitment. Books are procured one month before the session.

- school is in a slum
- very neat and clean
- intelligent children
- happy children. They are spontaneous in answering questions.

Each class was nicely arranged and the school was full of creativity in which both teachers and children participated.

Garden for Children, Kalighat

A lot of interest and concern has been there from Kalyani Karmekar, sister of Satyajit Ray. Important national and international dignitaries keep visiting the school. Gunter Grass, an Educationist from a university of Great Britain visited this school. One of the Education Ministers of U.K. had also visited this school. This is a Monohar Puram Basti (near Kalighat) and is situated in a slum area. This is an exemplary school. The school is run under a social project.

Children

In one of schools in Bolpur, Birbhumi District
Interaction with children was limited. A child when approached was crying and running away. There was something that he feared. None of the teachers was able to pacify the child. While we interacted with other children who were good in studies, we requested the teachers to try and have a dialogue with the small boy who refused to be pacified!

Litipa Khatun is a heart patient. But with the effort and sensitivity of teachers and all other children in her class she participates in all group activities. Teachers are taking special care of her and ensure that she never feels left out. Teachers are aware of her limitation.

Sheikh Mayel is a bright boy. His father's is a field worker and his mother is a housewife. He was very active in group work. He is very innovative. He made a fan from a card in a minute. He understands all the questions asked by the observer in Hindi. He was looking very confident. Wants to become a teacher. He feels that his teachers have made a big effort to motivate him to do well.

Jyoti Mandal is a very bright girl. She took the initiative of making a conversation with us and said that she wishes to work very hard and her aim is to become a doctor. She also talked about the death of her father. She said she was motivated by her mother to come to school and she said that all her teachers in school were very good to her and encouraged her to do well in her studies. Her counting ability is very high. She is very bright. Jyoti's mother is a maidservant, she has an elder sister and a brother who come to the school.

Abhijit Roy
The child was partially challenged having breathing problems due to incapacity of his lungs, but he is still very energetic and responsive. He wants to become a doctor.

Prabhakar Pal
The child was partially disabled. He has stammering problems. Inspite of his physical difficulty, he a very happy and bright student. The rest of his classmates made sure that he participated in every activity. He feels that all his classmates are good to him and the teachers help him to manage his studies.

ACADEMIC ACHIEVEMENT

A Comparative Study between ILIP & Non-ILIP Schools, A Sample is given below

Attendance

Type of School	Language	Maths	EVS
ILIP	89.52%	90.48%	91.43%
Non-ILIP	58.15%	54.58%	59.24%

Language, Class - II

Type of School	% of students obtaining grades			
	A	B	C	D
ILIP	14.77	26.7	30.11	28.4
Non-ILIP	12.25	18.28	19.23	50.23

Mathematics, Class - II

Type of School	% of students obtaining grades			
	A	B	C	D
ILIP	52.11	18.42	19.47	9.51
Non-ILIP	19.11	21.35	21.91	37.62

EVS, Class - II

Type of School	% of students obtaining grades			
	A	B	C	D
ILIP	36.98	32.29	20.83	9.89
Non-ILIP	7.14	3.85	10.44	21.42

ACADEMIC ACHIEVEMENT

Overall evaluation of ILIP Schools for grade III students on Attendance and academic subjects give the following findings:

Attendance

Type of Assessment	Total attendance on the date of evaluation			
	Language	Maths	Geography	Science
Base Line	90.78%	90.78%	90.78%	90.78%
1st Term	91.42%	91.42%	91.42%	91.42%
2nd Term	92.49%	92.49%	92.49%	92.49%

Language (Bengali)

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	12.41	22.88	22.4	42.3
1st Term	15.92	25.41	22.76	35.9
2nd Term	20.32	25.60	21.83	32.24

Mathematics

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	9.07	13.22	18.21	59.47
1st Term	7.73	16.8	22.3	53.16
2nd Term	12.05	22.84	29.48	35.62

History

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	18.02	26.77	22.71	32.48
1st Term	13.12	28.64	26.72	31.51
2nd Term	14.33	30.4	25.59	29.67

Geography

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	18.02	26.77	22.71	32.48
1st Term	13.12	28.64	26.72	31.51
2nd Term	14.33	30.4	25.59	29.67

Science

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	10.43	25.1	26.38	38.07
1st Term	15.98	27.04	21.72	35.26
2nd Term	18.04	31.27	27.56	23.11

ACADEMIC ACHIEVEMENT

Overall evaluation of ILIP Schools for grade IV students on attendance and academic subjects give the following findings:

Attendance

Type of Assessment	Total attendance on the date of evaluation			
	Language	Maths	Geography	Science
Base Line	90.29%	90.29%	90.29%	90.29%
1st Term	81.82%	81.82%	81.82%	81.82%
2nd Term	91.92%	91.92%	91.92%	91.92%

Language (Bengali)

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	10.44	20.7	23.74	45.1
1st Term	21.65	24.15	24.11	33.09
2nd Term	19.07	27.06	25.67	28.18

Mathematics

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	11.55	18.48	21.18	48.71
1st Term	18.44	21.1	24.79	35.66
2nd Term	34.14	30.19	21.7	13.95

History

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	17.87	22.67	23.00	26.45
1st Term	16.00	27.86	23.34	32.79
2nd Term	30.26	28.28	21.44	20.33

Geography

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	12.58	25.34	25.11	36.06
1st Term	24.53	31.12	19.94	24.38
2nd Term	54.87	25.04	12.78	7.23

Science

Type of Evaluation	% of students obtaining grades			
	A	B	C	D
Base Line	18.72	22.21	12.69	46.37
1st Term	14.36	30.76	25.09	29.77
2nd Term	23.22	25.17	26.77	24.82

Strengths of ILIP

Exemplary Co-ordination of functionaries at State, District, Cluster and Village level has resulted in the programme making headway. The entire team knows every member, understands the programme very well. The programme appears to be running in a mission mode where each member is not only doing his/ her duty very well, but is also providing support to any such member who needs it. Every one feels a sense of duty, commitment and responsibility towards making the programme meaningful for children. A very beautiful part is each member owns the blame rather than getting involved in the blame game.

The Teaching Learning Materials are child friendly in the true sense. They are attractive, easy to use and durable. The teacher lets the children use them without the fear of their getting spoilt. The children enjoy using that these as they are not scared that it will be spoilt and the teacher will scold. Points, which have been kept in view, are that the earlier materials were analysed to remove the deficiencies and these are low cost materials. Remedial features are in built within the workbooks.

The worksheets have been made attractive and useful from the point of learning children practice and learn easily while working on these.

The concept of group/ peer learning is useful from the children's point of view. The group leader involves every group member and it seems that every child is participating in the learning process, that is learning alphabets, making words, numbers, addition, subtraction and multiplication. The group work is the life of teaching-learning processes, which starts after general lesson instruction from the teachers. All schools have a Voluntary Resource Person (VRP) for class I to supervise group work. While the concept is working quite well, the supervision by the teachers needs to be brought to the level of participation with children in all groups rather than its remaining at the traditional level of imposition and fault finding.

Learning is taking place as the need for Home based learning/ tutions has drastically come down.

Need for considering the following:

The State needs to organise sensitization programmes for teachers as well as other school functionaries for better understanding of children, their needs and problems. The teachers need to understand each child in the perspective of his/ her background, his/ her strengths and weaknesses. The teachers need to motivate those children who have problems at home, with their class-fellows or feel left out.

The teachers' sensitivity and training is very weak in the area of dealing with children with special needs. There are a few teachers who are sensitive to a great degree, they have also sensitized all other children to ensure that these children are not only taken care of but also ensure that they participate in the teaching-learning process.

Larger numbers of teachers were insensitive. There is an urgent need to address this critical issue for a meaningful, holistic success of ILIP.

ILIP has made a difference in the teaching-learning processes of the State. The programmes can be replicated with States specific context in the areas of:

- ensuring better coordination of functionaries at all levels.
- preparation of laminated, low cost and child friendly TLMS.
- effective Group Learning

Appendix I

Documents/ Reports/ Papers/ Agreement/ Consulted:

1. Integrated Learning Improvement Programme (ILIP): An innovative Quality Improvement Initiative

2. Integrated Learning Improvement Programme, 2005-2006, Paschim Banga Rajya Prarambhik Shiksha Unnayan Sanstha, DPEP & SSA, ILIP Cell, State Project Office, Kolkata.

3. Concept Note of SLIP + Intervention, Project Agreement Between SSA, West Bengal and Unicef, Kolkata, May 01, 2004.

4. Orgnaisational framework of Monitoring & Support System of ILIP

5. Integrated Learning Improvement Programme, A Micro Level Quality Improvement Initiative, Annual Report 2005.

6. Integrated Learning Improvement Programme, A Micro Level intervention to improve 'quality' of Education at Elementary Stage.

7. Integrated Learning Improvement Programme, State Project Office, PBRPSUS & WBBME.

8. Meeting with officers at SPD's, DPO' and CLRC' offices and discussions with teachers and students in different school in Kolkata and Birbhum Districts.

9. Sensitisation of Regular Teachers to the Education of Children with Special Needs, A Module, 24 Paraganas South, DPEP & SSA, West Bengal.

Appendix II

FIELD OBSERVATIONS

Day One: SPDs office on 29.8.05

Meeting and discussion with the following :

1. Jaydeb Das Gupta, SPD
2. Sh. Shanti Biswas, Additional SPD
3. Nairanjana Bhattacharya, Administrative Officer
4. Anil Krishna Haldar, Organiser, ILIP,
5. Organiser Pedagogy
6. Organiser Community Mobilisation and AIE Centres
7. SRFS:
   - Indrani Sen
   - Sushmita Sen
   - Moushmi Mukherjee
   - Brotuti Bapuli
   - Madhu Chandra
   - Sagarika Das
   - Jhooma Mukherjee
   - Tapas Ghosh
   - Anirudh Sarkar

Presentation on ILIP was made by the SRFS. This was followed by discussions. Districts and schools to be visited were identified.

Day Two: District visited - 24 Paraganas (South), 30.8.05

District Project office, SSA, South 24 Paraganas. Was visited first. Following district officials were met:

- District Project Officer, Sh. Reja Karim Tarapedar
- Additional District Project Officer, Sh. Sapan K. Bagachi
- Deputy District Project Officer, Sh. Ashok Bairy
- Deputy District Project Officer, Mrs. Manjula Bhattacharjee
- DDPO Mrs. Samasree Dutta Gupta.

Activity Coordinators for community mobilization, Integrated Education for Disability Gender and Pedagogy: Smt. Moity Mukutmani and Kanika Bhattacharya were also present

Visit to Brato Chari Junior Basic School, South 24 Paraganas

Children were learning in groups in school. Some teachers were giving general lessons alongwith instructions for group work. Interaction was teachers was limited.

Teachers and volunteer keep going around in the class. Group work was in progress, but none found time to sit with the groups to see what the children were actually doing. They kept asking the children to concentrate by closing their eyes and putting their hands on their heads and having serious look on their face.

Teachers encouraged those who did their work first and fast. Discouraged those who got late in doing work and were not so fast.

Teacher good to intelligent, scold children who do not do well.

Following children were interviewed:

1. **Bijoy Biswas**
   His father is a van puller and his mother is a housewife
   He came across as a responsive and spontaneous child
   His wishes to become a teacher

2. **Payal Santra**
   Her father is a rehri driver and her mother is a housewife
   She is shy but responsive
   She wants to become a teacher

District South 24 paraganas
CLRS Budge Budge No. I
School - Pokpari U.P Moktab School,

1. **Abir Malik**
   His father is a field worker and mother is a housewife.
   His favourite subject is Bengali.
   He is a very confident child

2. **Shiekh Rakub**
   His father is a daily worker and his mother is a housewife
   He is confident and wishes to join the Indian Army
   He is very bright and active.

3. **Deep Doloi**
   His father is a carpenter and his mother is a maidservant, who works in five homes
   The child likes to come to school

Abhyapade - Benala F.P. School

1. **Bapi Das**
   She is a child with special needs
   Her father is painter and mother is a housewife

   Special Observation : A child became furious from time to time. He is a child who needs special attention education and effort of the school teacher

2. **Mamta Malik**
   Her father is a Rickshaw Puller
   Her mother is a maidservant
   She wishes to become a teacher

3. **Priyanka Baldev**
   Her father is dead and mother is a maidservant
   Her counting ability is very high
   She wants to be a doctor. Very bright, she has an elder sister and a brother who come to the school.

   Special observation : Children were working in small groups. They were alert and taking initiatives. Children were happy and spontaneous. Every child was active and taking interest in activities.

4. **Shobha shaw**
   Her mother works in a teashop and father is a small shop owner
   She has five sisters and one brother. She wants be a teacher.

5. **Haripada Naiya**
   Father is a van puller and mother is a maidservant.
   He has one brother and six sisters.
   He is intelligent and wants to be a doctor in his village.

6. **Nurjahan Khatun**
   Her parents are labourers. Is a motivated child.
   She takes initiative, extremely intelligent, confident, no inhibition, Good in studies, creative

Day Three: Ist school: Surul Nimna Buniyadi school Distt. Birbhum, Circle: Bolpur (West) 31.8.05

Meeting with the following :

Head Teacher : Vivekananda Roy

Teachers
Class III : Suniti Laha Roy, Baniprava Sarkar

Class IV	:	Rekha Mondal, Kismat Khatun
Class II	:	Shova Chakraborty, Sikha Sarkar, Shivani Ghosh Mitra
Class I	:	Ruma Sarkar Saha, Sharmila roy Sarkar
VRP	:	Madhabi Bagdi (She facilitates class I teacher in classroom activities)

Number of students in:

Class I	114
Class II	116
Class III	94
Class IV	78
Total students:	400

Following points were observed:

- Class I to IV: Advance bright, Medium 50%, Below Average 20% categories of children
- Group learning is effective
- SC dominated area
- Community is very active
- Teachers do take interest in children. They collect and try to persuade them to come to school regularly information about irregular students
- Children are spontaneous in co-curricular activities

Interaction with students

1. **Chandrani Saha**
   Father is a mechanic and her mother is a housewife
   She wants to be become a doctor

2. **Chaitali Birbanshi**
   Father is a driver,
   Mother is a housewife
   She wants to be become a teacher

3. **Shiekh Sabir Ali**
   Father is a mason,
   His mother is a housewife
   He wants to be become a doctor

4. **Somnath Baubi**
   Father is a agriculture,
   Mother is a maidservant
   He wants to open a shop

5. **Taufik Mondal**
Father is a vegetable seller,
Mother is a housewife
He wants to be become a teacher

6. **Saraswati Jadav**
Father is a milk vendor,
Mother is a housewife
She wants to be become a teacher

7. **Prabhakar Pal**
The child was partially disabled having stammering problems but inspite of his physical barrier he was very bright student.

8. **Abhijit Roy**
The child was partially challenged having breathing problems but still he is very energetic and responsive. He wants to become a doctor.

9. **Santana Bagdi**
Father is a Block Officer,
Mother is a housewife
She wants to become a teacher

All these children were confident, happy and alert.

General Information Distt. Birbhum Circle: Bolpur Intensive Circle

Meeting with the following:

Name of the school	: Adityapur Primary School
Head Teacher	: Subhas Roy Chowdhury
Class Teacher	: Teacher's Name
Class I	: Namita Saha
Class II	: Arati Saha
Class III	: Subarna Rekha Mondal
Class IV	: Purabika Chatterjee
Class I VRP	: Mun Mun Roy

Community participation is good

- VEC members take leading role to make irregular students regular
- Teachers with VEC and MTA members visit to house of those students who are irregular
- Group learning for slow learners and remedial teaching provided to them
- All teachers are trained following ILIP mechanism

Grade of the Students: Class I to IV

Advance 70%, Medium 20% Below Average 10%

Steps are taken with the help of community to address the problem of absenteeism

Kolkata district - Educational district, dated 2.9.05

CLRS - Behala West
School – Abhyapada F.P. School
No. of teachers : 5

Discussion with teachers:

Class I	1. Shyamal choudhari H. T.	Student 48/37
Class II	2. Krishna Misra	Student 43/42
	3. Malini Balmiki (Para Teacher)	
	4. Sulekha Bhattacharya	
	5. Barnali Ray	
	6. Bruti Misra	

Interaction with children

1. **Rabi Das**
   Father is a daily worker
   Mother is a daily worker
   Good in studies, wishes to become a doctor

2. **Shraban Das**
   Father is a daily worker and mother is housewife
   He wants to be become a doctor
   Favourite subject Bengali

   Special Observation: Teachers keep walking while children are busy with group work. Their interest in activities/children is very low. Children are active, happier in this school

3. **Garden for Children, Kalighat**
   A lot of interest and concern has been there from Kalyani Karmekar, sister of Satyajit Ray Important national and international dignitaries keep visiting the school. Gunter Grass, an Educationist from a university of Great Britain visited this school. One of the Education Minister of U.K. had also visited this school. This is a Manohar Puram

Basti (near Kalighat) and is situated in a slum area. This is an exemplary good school. The school is run under social project.

It has :

Teachers - 2, Class I - 24, Class II - 24

Interaction with students

1. **Pin Das**
   Father is a daily worker and mother is also a daily worker
   His favourite subject is Maths
   He wants to be become a Police officer

2. **Somen Das**
   Father is a shopkeeper
   Mother is a daily worker
   Favourite subject is Bengali
   His aim to be become a doctor

3. **Nurjanan Khatoon**
   Father is a shopkeeper and mother runs a teashop
   She is an intelligent girl with a lot of confidence and creativity.

A very beautiful experience to be there where learning is taking place in a creative and joyful manner and joyful

Children actively participating in group work

Children take initiative. Came there to talk on their own, teachers did not force the children to speak. Teachers and students have a good relationship. Happy children + happy Teachers and committed environment. One felt one could spend much more time in an exceptionally good school.

Annexure III

NO. OF ILIP CIRCLES & SCHOOLS
District Wise

A. PHASE - I & II DPEP DISTRICTS

Sl.	Name of Districts	No. of circles	No. of Schools (Academic Session)				
			2001-02	2002-03	2003-04	2004-05	2005-06
1	Bankura	45	062	529	548	548	548
2	Birbhum	32	058	232	334	334	334
3	Coochbehar	21	060	220	295	295	295
4	Murshidabad	37	094	548	586	594	594
5	South 24 PGNS	51	120	675	800	850	850
6	D. Dinajpur	17	-	-	029	150	150
7	Jalpaiguri	21	049	182	230	346	346
8	Malda	11/22	-	-	-	050	100
9	Purulia	09	-	-	-	050	050
10	U. Dinajpur	17	-	083	150	178	178

B. SSA DISTRICTS

Sl.	Name of Districts	No. of circles	No. of Schools (Academic Session)				
			2001-02	2002-03	2003-04	2004-05	2005-06
1	Burdwan	56	-	110	200	250	250
2	Darjeeling	13	-	-	-	060	060
3	Hooghly	08	-	100	100	100	100
4	Howrah	21	-	100	100	100	100
5	Kolkata	22	-	130	130	146	196
6	Nadia	36	-	-	100	150	150
7	North 24 PGNS.	40	-	100	100	100	200
8	Paschim Medinipur	13	-	-	-	100	100
9	Purba Medinipur	11	-	-	050	150	150
10	Siliguri	06/07	-	035	100	120	152

Appendix IV

NO. OF ILIP STUDENTS
District Wise

A. PHASE - I & II DPEP DISTRICTS

Sl.	Name of Districts	No. of Students				
		CL - I	CL - II	CL - III	CL - IV	Total
1	Bankura	24200	22000	20000	18000	84200
2	Birbhum	26730	24300	15200	14000	80230
3	Coochbehar	25300	23000	20680	15430	84410
4	Murshidabad	35376	32160	32160	30480	130176
5	South 24 PGNS	56100	51000	46430	38809	192343
6	D. Dinajpur	12222	11111	1750	-	25083
7	Jalpaiguri	34100	31000	28000	15000	108100
8	Malda	8800	4000	-	-	12800
9	Purulia	4400	4000	-	-	8800
10	U. Dinajpur	15840	14400	4150	-	44890

B. SSA DISTRICTS

Sl.	Name of Districts	No. of Students				
		CL - I	CL - II	CL - III	CL - IV	Total
1	Burdwan	16550	15000	10000	5500	47050
2	Darjeeling	3960	3600	-	-	7560
3	Hooghly	9680	8800	8000	-	26480
4	Howrah	8580	7800	7200	-	23580
5	Kolkata	11240	8400	5000	4000	29640
6	Nadia	8753	7957	5327	-	22037
7	North 24 PGNS.	30800	14000	6586	7820	59206
8	Paschim Medinipur	6600	6000	-	-	12600
9	Purba Medinipur	9900	9000	4000	-	22900
10	Siliguri	14714	10600	8000	3000	36314

Appendix V

STATUS OF TEACHERS TRAINING
District Wise

A. PHASE - I & II DPEP DISTRICTS

Sl.	Name of Districts	No. of Students							
		Class-I		Class-II		Class-III		Class-IV	
		TRG	ACH	TRG	ACH	TRG	ACH	TRG	ACH
1	Bankura	548		548	548	548	548	529	529
2	Birbhum	334		334	334	334	334	232	232
3	Coochbehar	295		295	295	295	295	220	-
4	Murshidabad	594		594	594	594	594	548	-
5	South 24 PGNS	850		850	850	800	800	675	675
6	D. Dinajpur	150		150	150	029	029	-	-
7	Jalpaiguri	346		346	346	230	230	182	-
8	Malda	100		100	100	-	-	-	-
9	Purulia	50		50	50	-	-	-	-
10	U. Dinajpur	178		178	178	150	150	083	083

TAR. – Target, ACH. – Achieved (Class-II, III & IV/ 2004-05)

B. SSA DISTRICTS

Sl.	Name of Districts	No. of Students							
		Class-I		Class-II		Class-III		Class-IV	
		TRG	ACH	TRG	ACH	TRG	ACH	TRG	ACH
1	Burdwan	250		250	250	200	200	110	110
2	Darjeeling	60		060	060	-	-	-	-
3	Hooghly	100		100	100	100	100	-	-
4	Howrah	100		100	100	100	100	-	-
5	Kolkata	196		147	147	130	130	130	-
6	Nadia	150		150	150	100	100	-	-
7	North 24 PGNS.	200		100	100	100	100	100	100
8	Paschim Medinipur	100		100	100	-	-	-	-
9	Purba Medinipur	150		150	150	050	050	-	-
10	Siliguri	152		120	120	100	100	035	035

Appendix VI

STATUS OF DRFS & VRPS
District Wise

A. PHASE - I & II DPEP DISTRICTS

Sl.	Name of Districts	No. of DRFs		No. of VRPs			
				Number		Training	
		Target	Achieved	Target	Achieved	Target	Achieved
1	Bankura	2	2	350	322	All VRPs	Completed
2	Birbhum	2	2	334	218	-do-	-do-
3	Coochbehar	2	2	060	060	-do-	-do-
4	Murshidabad	2	2	596	500	-do-	-do-
5	South 24 PGNS	2	2	850	505	-do-	-do-
6	D. Dinajpur	2	2	151	-	-	-
7	Jalpaiguri	2	2	346	165	All VRPs	Completed
8	Malda	2	2	050	-	-	-
9	Purulia	2	2	050	-	-	-
10	U. Dinajpur	2	2	178	-	-	-

B. SSA DISTRICTS

Sl.	Name of Districts	No. of DRFs		No. of VRPs			
				Number		Training	
		Target	Achieved	Target	Achieved	Target	Achieved
1	Burdwan	2	2	250	250	All VRPs	Completed
2	Darjeeling	2	-	060	-	-	-
3	Hooghly	2	2	100	078	All VRPs	-
4	Howrah	2	Under process	100	-	-	-
5	Kolkata	2	-	-	-	-	-
6	Nadia	2	-	100	049	All VRPs	-
7	North 24 PGNS.	2	1	100	025	-do-	Completed
8	Paschim Medinipur	2	Under process	-	-	-	-do-
9	Purba Medinipur	2	1	120	105	All VRPs	Completed
10	Siliguri	2	-	120	017	-do-	-do-

Appendix VII

STATUS OF WORKBOOKS AND TLMs
District Wise (2004-05)

A. PHASE - I & II DPEP DISTRICTS

Sl.	Name of Districts	Workbooks		TLMs	
		Target	Supplied	Target	Supplied
1	Bankura	All classes	Yes	All schools	Yes
2	Birbhum	do	Cl-I&II	do	Do
3	Coochbehar	do	Yes	do	-
4	Murshidabad	do	do	do	-
5	South 24 PGNS	do	do	do	-
6	D. Dinajpur	Cl-I&II	do	do	Yes
7	Jalpaiguri	All classes	do	do	Do
8	Malda	Cl-I	do	do	Do
9	Purulia	do	do	do	Do
10	U. Dinajpur	Cl-I,II&III	do	do	Do

B. SSA DISTRICTS

Sl.	Name of Districts	Workbook		TLM	
		Target	Supplied	Target	Supplied
1	Burdwan	Cl-I,II&III	Yes	All schools	Yes
2	Darjeeling	Cl-I	-	do	-
3	Hooghly	Cl-I&II	Yes	do	Cl-I
4	Howrah	do	do	do	Yes
5	Kolkata	Cl-I,II&III	do	do	Do
6	Nadia	Cl-I&II	do	do	Do
7	North 24 PGNS.	Cl-I,II&III	do	do	Do
8	Paschim Medinipur	Cl-I	-	do	-
9	Purba Medinipur	Cl-I&II	yes	do	-
10	Siliguri	Cl-I,II&III	do	do	-

Appendix VIII

PROGRAMME SCHEDULE

(28.8.05 to 2.9.05)

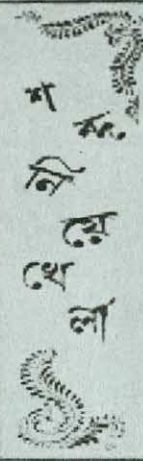
Date	Venue
29.8.05	Meeting and discussions with officials at SPD office, Kolkata Visit to North 24 Paraganas Howrah district
30.8.05	Visit to South 24 Paraganas Meeting with District Project Office and other officials, South 24 Paraganas School visit (Selected by DPO) Visit to Kolkata District
31.8.05	School Visits (Schools selected by DPO, Birbhum)
01.9.05	Bolpur school visits (school selected by DPO, Birbhum) Bolpur School visit Meeting with DPO Birbhum and his officials
02.9.05	Meeting with DPO Kolkatta School Visit (Schools selected by DPO, Kolkata) Concluding meeting with the State Personnel at SPD's office

রাজু ও সাজু

রাজু রোজ খেলতে যায় আর সাজু যায় পড়তে।

এখন রাজু ও সাজু
স্কুলে যায়,
মিলে মিশে
চলে তাদের
সবাই আদর
করে।

রাজু
মারামারি
করে
হৈ চৈ করে,
নোংরা
থাকে।

শব্দ নিয়ে খেলা

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পাখিরা
ভোলা

পড়ি	পড়ি
খেলি	খেলি
যাই	যাই
যান	যান
উৎসব	উৎসব
শিখি	শিখি
বাজায়	বাজায়
যান	যান
মাজে	মাজে
ওড়ে	ওড়ে
মাছ ধরে	মাছ ধরে

আমি	রোজ	কিশলয়	বই	পড়ি।
আমি	বিকালে	মাঠে	ফুটবল	খেলি।
আমি	আকবর	একসাথে	ইস্কুলে	যাই।
আমি	বিকালে	নদীর ধারে	বেড়াতে	যাব।
আজ	ইস্কুলে	সবার	নবীন বরণ	উৎসব।
আমি	রোজ	সকালে	গান	শিখি।
সেলিম	রোজ	বিকালে	তবলা	বাজায়।
পরেশদা	সকালে	চটকলে	কাজে	যান।
অনিমা	রোজ	সকালে	দাঁত	মাজে।
পাখিরা	দলবেঁধে	আকাশে	ডানা মেলে	ওড়ে।
ভোলা	দিঘিতে	ছিপ দিয়ে	শোল	মাছ ধরে।

Low Cost, Effective, Attractive, Child friendly and Durable Materials

রাজু ও সাজু

রাজু রোজ খেলতে যায় আর সাজু যায় পড়তে।

এখন রাজু ও সাজু স্কুলে যায়, মিলে মিশে চলে তাদের সবাই আদর করে।

রাজু মারামারি করে হৈ চৈ করে, নোংরা থাকে।

শব্দ নিয়ে খেলা

আমি
আমি
আমি
আমি
আজ
আমি
সেলিম
পরেশদা
অনিমা
পাখিরা
ভোলা

পড়ি	পড়ি
খেলি	খেলি
যাই	যাই
যাব	যাব
উৎসব	উৎসব
শিখি	শিখি
বাজায়	বাজায়
যান	যান
মাজে	মাজে
ওড়ে	ওড়ে
মাছ ধরে	মাছ ধরে

আমি	রোজ	কিশলয়	বই	পড়ি।
আমি	বিকালে	মাঠে	ফুটবল	খেলি।
আমি	আকবর	একসাথে	ইস্কুলে	যাই।
আমি	বিকালে	নদীর ধারে	বেড়াতে	যাব।
আজ	ইস্কুলে	সবার	নবীনবরণ	উৎসব।
আমি	রোজ	সকালে	গান	শিখি।
সেলিম	রোজ	বিকালে	তবলা	বাজায়।
পরেশদা	সকালে	চটকলে	কাজে	যান।
অনিমা	রোজ	সকালে	দাঁত	মাজে।
পাখিরা	দলবেঁধে	আকাশে	ডানা মেলে	ওড়ে।
ভোলা	দিঘিতে	ছিপ দিয়ে	শোল	মাছ ধরে।

Low Cost, Effective, Attractive, Child friendly and Durable Materials